DOCUMENT RESUME

ED 138 210 HE 008 875

TITLE Information for New Entrants to University Administration.

INSTITUTION Committee of Vice Chancellors and Principals Administrative Training Committee of the Universities of the United Kingdom, London (England).

PUB DATE Jan 77

NOTE 42p.; Portions may be marginally legible due to small print of original document

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Administrator Education; Administrator Guides; *Agency Role; Bibliographies; Educational Administration; Foreign Countries; *Higher Education; *National Organizations; *State Agencies; Universities; *University Administration

IDENTIFIERS *United Kingdom

ABSTRACT

This booklet is designed to familiarize newcomers to university administration in the United Kingdom with the composition and role of national agencies interested in higher education. In addition, it provides some basic facts about the university system, a list of references, and a note about training opportunities provided by the Committee of Vice Chancellors and Principals' Administrative Training Committee. (MSE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED138210

COMMITTEE OF
VICE CHANCELLORS
AND PRINCIPALS
ADMINISTRATIVE
TRAINING COMMITTEE

INFORMATION FOR NEW ENTRANTS TO UNIVERSITY ADMINISTRATION

JANUARY 1977

INTRODUCTION

Each year some one hundred and fifty graduates and professionally- qualified persons take up posts in university administration. Their backgrounds are many and varied. For the majority this will be a first appointment after their degree: others will be transferring after years of experience in industry or the public service. One thing they will have in common – they will be entering a complex world in which many national bodies and groups play a part.

It is a concern of the Administrative Training Committee that such new recruits should gain an understanding of their new environment as quickly as possible so that they can rapidly make an effective contribution to their university's work. There will be much to learn locally, but this must of necessity be a training responsibility of the employing university.

This brief booklet is designed to assist the new recruit gain some understanding of the role of national bodies which he or she is almost certain to come across in the early months of employment. In addition it provides some basic facts about the university system, a list of references and more general books likely to be of value and a note about other training opportunities provided by the Committee.

CONTENTS

I General information on universities in the United Kingdom

II Description of national bodies related to the university system

Association of Commonwealth Universities

Central Service Unit for University Careers and Appointments Services

Committee of Vice-Chancellors and Principals

Computer Board for Universities and Research Councils

Conference of University Administrators

Co-ordinating Committee for the Training of University Teachers

Council for National Academic Awards

Department of Education and Science

Department of Health and Social Security

Inter-University Council for Higher Education

Organisation and Methods Units

Research Councils

Schools Council for the Curriculum and Examinations

Universities Central Council on Admissions

Universities' Committee for Non-Teaching Staffs

Universities Council for the Education of Teachers

Universities Statistical Record

University Authorities Panel

III Brief bibliography of reference and general books of value to university administrators

IV The Training of University Administrators in the United Kingdom

APPENDIX - Glossary of abbreviations

SECTION I

UNIVERSITIES IN BRITAIN

Many new recruits to university administration will be familiar with some parts of the general structure of the university system in Britain. Those who wish to increase their knowledge are recommended to read "Power and Authority in British Universities" by Graeme C. Moodie and Rowland Eustace and the introduction to the section on Britain in the current volume of the Commonwealth Universities Yearbook.

Those who are not so familiar with the system may find the following brief notes helpful as an introductory guide.

1) England

An understanding of the character of the English universities can be gained by some knowledge of the circumstances of their foundation and of their subsequent development. For this purpose it is convenient to look at the universities in groups which have similar histories. Such an approach, although of value for a brief account, does, of course, run the danger of over-simplification. It is nevertheless a useful starting point from which knowledge can be extended by more detailed reading.

The oldest group consists of Oxford and Cambridge. Founded in the twelfth and thirteenth centuries from the scholastic traditions of the mediaeval church, they remain unique in the strength of their collegiate traditions, the colleges having their own separate legal foundation and their own sources of income. Both are large universities by British standards, Oxford having 11,800 and Cambridge 11,000 students.

The University of London is a federation of some forty-four schools and institutes which together register over 36,000 internal students. Its character and organisation are such that it must be regarded as a group in its own right. Founded by royal charter in 1836 as an examining and degree-granting body it remained as an institution with limited functions until 1900 when it was reconstituted in its present form, the Senate being empowered to admit institutions within the "County of London" as Schools of the University. The schools vary substantially in size and character from a series of specialised postgraduate institutes and a number of medical and dental schools to several large institutions such as University College and King's College which in themselves resemble autonomous universities in most respects. The government of the University is complex and the relationships between the central authorities and the colleges make a fascinating study for administrators who develop an interest in the processes of university government. Anyone pursuing such a study should certainly look at the Murray Report (Final Report of the Committee of Enquiry into the Governance of the University of London, University of London, 1972). One significant factor which is not always appreciated is that the UGC grant is made to the University of London as a whole and the Court of the University acts as a mini U.G.C. in distributing funds to the Colleges, Schools and Institutes.

A third group comprises the civic universities and these, although similar in character and government, can be further divided into two sub-groups in terms of their origin. The large city universities - Birmingham, Bristol, Leeds, Liverpool, Manchester and Sheffield – owe their origins by and large to the industrial and commercial activities undertaken in these cities in the nineteenth century. These local ties are reflected in the strong vocational schools which they developed - all have large medical schools and have specialised in areas of immediate relevance to local industries. Since 1945 they have all expanded steadily and are among the largest of British universities, Manchester having 10,400 students, Leeds 9,900, Birmingham 7,900, Bristol 6,700, Liverpool 7,200 and Sheffield 7,200.

The second sub-group consists largely of those universities outside London which were at some time colleges affiliated to the University of London for the purpose of awarding degrees. Their origins can be traced back in some cases to the last quarter of the nineteenth century and the youngest, Hull, was established in 1927. Other than Reading which gained independent status in 1926, the remainder were granted their own Charters in the years following the second-world war. Thus Nottingham became a university in its own right in 1948, Southampton in 1952, Hull in 1954, Exeter in 1955 and Leicester in 1957. It was not until the expansion of the mid-1960's that they began to grow rapidly – a process facilitated by the fact that most of them had sites away from the congested city centres.

Mention must also be made of Durham and Newcastle in this group. Durham was founded in 1832 and from its early days has had a strong collegiate character. That character remains, although teaching is centrally organised and all colleges take students for all courses. The link with Newcastle can be traced back to 1852 but the significant events were the formation of a federal University of Durham in 1908 comprising the Durham and Newcastle Colleges, the merging of the Newcastle Colleges into King's College in 1937 and the Act of 1963 under which King's College became the newly constituted University of Newcastle upon Tyne while the Durham Colleges continued as the University of Durham. In character Newcastle resembles closely the older civic universities, having a compact city centre site. It has grown rapidly and now has 6,700 students.

A fourth group is constituted by the "new" universities, although at some point in time that title must become misleading. This is particularly so in the case of Keele, which was established in 1949 as the University College of North Staffordshire and which became the University of Keele in 1962. It was the first wholly new university foundation for forty years and will always be well known for its pioneering work in establishing a common Foundation year designed to break down the barriers between individual academic disciplines. Of the other "new" universities the first and best known was Sussex followed by East Anglia, Essex, Kent, Lancaster, Warwick and York. The planning and development of these new institutions provided opportunities for the introduction of new ideas about the organisation of universities, the nature of degree courses and methods of teaching, many of which had been under discussion for some years but which had not found wide acceptance in most of the established institutions. Some, for example, stated that they would not establish conventional academic departments but would organise study through interdisciplinary schools. Each has developed its own character and specialities. All have parkland sites with ample space for future

growth. Three, Kent, Lancaster and York, have developed a collegiate structure. Most are still relatively small, the largest having just over 4,000 students.

The "technological" universities form a fifth group. Although gaining university status relatively recently they brought with them long histories as institutions teaching courses of degree standard. 1966-67 saw the granting of university Charters to Aston, Bath, Bradford, Brunel, City, Loughborough, Salford and Surrey. All these institutions can, however, trace their establishment back to the 1890's or the turn of the century. One of their major contributions has been the use of "sandwich" courses for science and applied science degrees, and as a result their degree courses are in many cases four years in duration. To this group must also be added the University of Manchester Institute of Science and Technology (UMIST) which can trace its history back to 1824. UMIST has its own Charter and receives its own block grant from the UGC. It is unique, however, in forming the Faculty of Technology of the University of Manchester - its students receive University of Manchester degrees and its staff provide ex-officio and elected members of the University Senate.

2) Wales

The University of Wales provides a further example of a federal institution. Founded in 1893 it organised the three university colleges already existing (Aberystwyth, Bangor and Cardiff) into a unified system for the purpose of degree examinations. University College Swansea was added in 1920 and the Welsh National School of Medicine in 1932. More recently the former Welsh College of Advanced Technology became part of the University in 1967 as the University of Wales Institute of Science and Technology and in 1971 St. David's University College, Lampeter, became a constituent part of the University.

3) Northern Ireland

Two university institutions exist in Northern Ireland. Queen's University of Belfast having been established as Queen's College Belfast in 1845, is a large institution similar in character to the older civic universities of England. The New University of Ulster on the other hand came into official being in 1970. The two universities receive their funds from the Northern Ireland Department of Education which in turn takes advice from the UGC.

4) Scotland

The Scottish Universities, although fully integrated within the United Kingdom university system under the University Grants Committee, do have a number of distinctive features. Before looking at these it should be noted that the higher education system in Scotland does not have polytechnic type institutions to the same extent as in England and Wales and many of their functions are carried out by the universities.

Of the eight universities in Scotland four are ancient and four relatively modern foundations: St. Andrews (1411), Glasgow (1451) and Aberdeen King's College (1494) being founded in the fifteenth century and Edinburgh in 1582; University College, Dundee opened in 1883 affiliated to and was made part of St. Andrews University in 1897; two former central institutions achieved university status in the 1960's, Strathclyde University in 1964 and Heriot-Watt University in 1966; Queen's College, Dundee became the separate University of Dundee in 1967, and the only completely new foundation this century, the University of Stirling, also received its first students in that year.

The four older Scottish universities derive their constitutions from the Universities (Scotland) Acts of 1858 and 1889 amended by the Universities of Scotland Act 1966. The four newer institutions have Charters. Although there are variations in detail the basic system of government is the same. The supreme Governing Body of the universities is the University Court (i.e. similar to the Council in the English universities) and the supreme academic body the Senate.

The secondary school system to which the Scottish Universities relate is different from that in England and Wales in that it is more general in nature and is based either on a four- or five-year course normally leading, for certificate candidates, to either the ordinary grade or higher grade of the Scottish Certificate of Education. The Scottish 'Higher' is therefore of a somewhat lower standard than the English 'Advanced' level and the Scottish school-leaver on average enters university at a slightly younger age.

Until 1969 entry to the four ancient universities was governed by minimum entrance requirements laid down by the Scottish Universities Entrance Board. In 1969 the Entrance Board was replaced by the Scottish Universities Council on Entrance made up of representatives of all eight Scottish universities. The Council's functions include keeping under review the general entrance requirements of the universities, publishing entrance requirements and promoting consultation with outside bodies and keeping the universities informed on all issues affecting entrance. As a result of this change the Scottish universities have been able to issue a single statement covering minimum entrance requirements which covers all universities but recognises a slight variation for Heriot-Watt and Strathclyde. These requirements recognise the difference between SCE and GCE examinations. In 1974/75 78% of undergraduate entrants had SCE qualifications, 14% GCE, 2% ONC etc. and 6% were overseas.

Not all the Scottish universities are full members of UCCA and applicants who apply only to one or more of the Universities of Aberdeen, Glasgow or Strathclyde must apply directly to the university of their choice.

Student maintenance grants are at the same level as in the remainder of the United Kingdom but for Scottish candidates the grants are not paid through local education authorities but centralised and paid by the Scottish Education Department.

The normal length of Scottish university degree courses is different from those in England and Wales. Courses for degrees in Arts and Science are normally of three years' duration and four years for honours degrees (with longer courses in medicine, etc.). One of the most distinctive features of the Scottish universities is the three year ordinary (or general) degree of MA, BSc or in some of the new institutions, BA. The aim of these courses is breadth and the degree still retains much of its old prestige with, for example, about 30% of Arts entrants taking it as a first choice. Breadth is achieved in honours degrees usually by requiring candidates to take a number of courses outside their honours subjects in their first two years.

5) University Government

Although the pattern of internal government is much the same throughout the university system in Britain, the number of minor variations is such that no more than a very generalised sketch can be given. Even then the generalisations must not be taken to apply to Oxford and Cambridge, to the federal institutions of London and Wales and, in some respects, to the Scottish universities. For example, there are several confusing differences in the names of governing bodies - to quote but one, the Council of a typical English civic university corresponds to "Court" in Scottish universities and in the Universities of London and Wales, and to "Senate" at Queen's University, Belfast. A very useful guide to the variations in terms is to be found on pages 56-57 of "Power and Authority in British Universities" (op. cit.).

Generally then, each university is an independent, self-governing body, its rights and privileges conferred by Charter and Statutes granted by the Crown acting through the Privy Council. There is normally a Chancellor who is the external titular head and a Vice-Chancellor who is the chief academic and administrative officer. In addition a layman usually acts as Chairman of the University Council and often holds the title of Pro-Chancellor. Pro-Vice-Chancellors, of whom there may be three or four, are generally full-time academics who assist the Vice-Chancellor particularly by chairing key committees.

In most universities the supreme governing body is the Court. Although under the Charter the Court holds the ultimate authority, it generally takes little part in the day-to-day running of the university, meeting perhaps once or twice each year. Its membership often runs into some hundreds and consists of lay representatives of the region together with academic staff and frequently now a number of students.

Under the Court the executive governing body of the university is normally the Council. It has the authority in law to represent the university, to enter into contracts, to employ staff, to own property and to take responsibility for the university's financial affairs. A typical Council will have 30 to 35 members with a modest majority of laymen over the academic members, the latter usually being chosen by Senate.

Alongside the Council is the Senate which is the supreme authority in academic matters. In most of the older civic universities all professors have an ex-officio seat on the Senate, the remaining members being elected by the non-professorial staff from among their own members. Such Senates are large and approach a

membership of 300 in some universities. In most of the new and technological universities, however, Senates are smaller and elected, and indeed some of the older civic universities have decided to move towards this pattern or at least to a compromise position in which only some professors will have a senate seat as of right.

Below the Senate there will normally be found Boards of Faculties or Boards of Schools, which are responsible for recommending detailed academic policy in their respective subject areas. In some universities the Charter and Statutes provide for yet a further level of formal body in the form of Departmental Boards.

Underpinning these major authoritative bodies each university has a complex system of committees without which its decision-making machinery could not function.

This brief account gives no more than the bones of the system. New university administrators are advised to look at the Charter and Statutes of their institutions to see in detail how the position compares with this general picture. They must remember, however, that the Statutes will give no more than the formal, legal position and that the subtle relationships which exist in any complex organisation between the major authoritative bodies and office holders can only be understood through experience and sensitive observation.

11

6) Some Basic University Statistics

(a) Total Student Numbers (United Kingdom)

Full-time University Student Numbers 1971-1975

	Under-graduate	% change	Post-graduate	% change	All	% change
1971	197,000	+2.5	45,300	+5.7	242,300	+3.0
1972	200,000	+1.5	46,900	+3.5	246,900	+1.9
1973	204,600	+2.3	47,000	+0.2	251,600	+1.9
* 1974	210,700	+3.0	47,700	+1.5	258,400	+2.7
* 1975	220,200	+4.5	50,400	+5.6	270,600	+4.7

* Provisional figures

(b) Number of Full-time Students by University, October 1975 (Provisional figures)*

University or College	Undergraduates	Postgraduates	Total
Aston	3,784	946	4,730
Bath	2,950	428	3,378
Birmingham	6,108	1,798	7,906
Bradford	3,476	659	4,135
Bristol	5,691	993	6,684
Brunel	1,912	470	2,382
Cambridge	8,904	2,126	11,030
City	1,917	317	2,234
Durham	3,541	647	4,188
East Anglia	3,140	400	3,540
Essex	1,849	470	2,319
Exeter	3,382	699	4,081
Hull	3,640	544	4,184
Keele	2,101	382	2,483
Kent	2,677	445	3,122
Lancaster	3,314	599	3,913
Leeds	8,008	1,908	9,916
Leicester	3,043	747	3,790
Liverpool	6,040	1,129	7,169
London Graduate School of Business Studies	–	226	226
London	26,398	10,249	36,647

Loughborough	3,186	470	3,656
Manchester Business School	–	119	119
Manchester	8,480	1,959	10,439
University of Manchester Institute of Science and Technology	2,503	1,133	3,636
Newcastle	5,469	1,186	6,655
Nottingham	4,859	1,085	5,944
Oxford	8,760	3,100	11,860
Reading	4,353	1,016	5,369
Salford	3,464	505	3,969
Sheffield	5,967	1,232	7,199
Southampton	4,349	996	5,345
Surrey	2,373	431	2,804
Sussex	3,295	1,040	4,335
Warwick	3,274	440	3,714
York	2,304	507	2,811
University of Wales	13,927	3,254	17,181
Aberdeen	4,805	605	5,410
Dundee	2,421	310	2,731
Edinburgh	7,888	1,525	9,413
Glasgow	8,072	902	8,974
Heriot-Watt	2,209	208	2,417
St. Andrews	2,855	227	3,082
Stirling	1,933	189	2,122
Strathclyde	4,986	1,014	6,000
The Queen's University of Belfast	5,016	692	5,708
New University of Ulster	1,595	135	1,730
Totals United Kingdom	220,218	50,462	270,680

SECTION II

ALPHABETICAL LIST OF NATIONAL ORGANISATIONS RELATED TO THE UNIVERSITY SYSTEM

ASSOCIATION OF COMMONWEALTH UNIVERSITIES

The aim of the A.C.U. is to promote contact and co-operation between the universities of the Commonwealth. The Association serves them in a number of practical ways:

1) It organises conferences in different parts of the world. Commonwealth Universities Congresses are held every five years and Conferences of the Executive Heads of Commonwealth Universities every two or three years.

2) It promotes the movement of staff between Commonwealth universities by helping member institutions to fill vacant academic posts; by a scheme of travel grants for senior university administrators; and by programmes of academic exchanges between member institutions in developing countries.

3) It assists the mobility of students between countries through its administration of several scholarship schemes, including (a) the British part of the 1,000-award Commonwealth Scholarship and Fellowship Plan, (b) the Marshall Scholarship Programme, and (c) the Frank Knox Fellowship and Kennedy Scholarship Schemes.

4) It provides information about the universities of the Commonwealth, and about fellowships and scholarships for travel between them, through some 20 publications (especially the ***Commonwealth Universities Yearbook, Awards for Commonwealth University Staff*** and ***Scholarships Guide for Commonwealth Postgraduate Students),*** and awards information service, a documentation service and a personal information service.

Founded in 1913 and later incorporated by royal charter, the Association is the oldest international inter-university association in the world and is governed by a Council of executive heads representing member universities. It has 204 member universities in 26 Commonwealth countries (53 members in Europe (52 of them in the U.K.), 57 in Asia, 46 in the Americas, 29 in Australasia and the Pacific, and 19 in Africa). 82 of its member institutions are in developing countries. The Association has a full-time staff of 56.

The income of the Association comes from the annual subscriptions of its members.

The Secretary General is Sir Hugh W. Springer and the Assistant Secretaries General are Edgar Temple (Commonwealth Scholarship and Fellowship Plan), Tom Craig (Publications and Information), Peter Hetherington (Appointments and Administrative Travel Grants). The Office of the Association is at 36 Gordon Square, London WC1H OPF (Tel. 021-387-8572), next door to the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom.

CENTRAL SERVICE UNIT FOR UNIVERSITY CAREERS AND APPOINTMENTS SERVICES

The Central Service Unit was created by the Committee of Vice-Chancellors and Principals in 1971 to support individual careers advisory services by undertaking centrally those tasks which are too big for the resources of any one university or which would otherwise be repeated unnecessarily in each institution. Its revenue is now derived not only from university contributions but also from all polytechnics of the U.K., the university colleges of Eire and one Scottish Central Institution. It was thus the first organisation funded by and serving both parts of the binary system, and its Management Committee reflects this dual responsibility. The Committee is chaired by a Vice-Chancellor and in addition to its representatives of subscribing institutions, includes "lay" members with special knowledge of employing graduates.

The Unit has been quickly accepted as a focal point of information on the supply of new graduates and the opportunities open to them for study, training and employment: the Management Committee's annual report is now seen as an authoritative statement on the employment situation facing those completing studies in the period under review and is usually given quite wide coverage by the media.

CSU works closely with the Universities Statistical Record in Cheltenham and the DES in order to make its predictions of graduate output and the work it performs for careers services keeps it acutely aware of fluctuations in demand. It compiles, for example, a fortnightly list called Current Vacancies, supplies of which are delivered speedily in bulk by security van to each careers centre. The print order for one issue can be 30,000 copies and never falls below 17,000. Most advertisers contribute to the printing costs but entries for universities and other subscribers are made without charge. The rapid growth in the number of insertions by universities would suggest that it is an effective way of making known research posts or awards and administrative openings for the younger graduate.

COMMITTEE OF VICE-CHANCELLORS AND PRINCIPALS

Introduction

The Committee of Vice-Chancellors and Principals was founded in 1918, when regular consultative meetings of vice-chancellors and principals were instituted. Since its inception the membership of the Committee has included the Vice-Chancellors of all those universities in England and Wales and the Principals of those universities in Scotland which are in receipt of a grant through the University Grants Committee.

The Committee is primarily a consultative and advisory body having no mandatory, official or statutory position. Its aim is to seek to reflect the collective view of universities and to keep all major university matters under regular review. Over a period of nearly sixty years and particularly since the expansion of higher education in the 1960's, the universities have given support to the development of

the Committee's work as the national body acting on their behalf in making representations to government and to other bodies on their general needs and in effecting arrangements for the performance of matters requiring national attention.

Particular attention has been devoted to the development of the intelligence function of the Committee so that members and others concerned in universities are informed of all relevant matters.

The following paragraphs give a broad indication of the structure and organisation of the Committee.

Membership

In detail the Committee's membership consists of: the Vice-Chancellor or Principal of each of the 42 universities in Great Britain in receipt of a grant through the UGC; the Vice-Chancellors of the two universities in Northern Ireland, which, although differently financed have the same common interests; the Principal and six other persons nominated by the University of London; five Principals of the constituent colleges of the University of Wales; and the Principal of the University of Manchester Institute of Science and Technology. In addition membership includes the Vice-Chancellor of the Open University, which is financed through the Department of Education and Science, but encounters many of the same educational problems as the rest of the universities. The Registrar of the University of Oxford, the Registrar of the University of Cambridge and the Secretary General of the Association of Commonwealth Universities also attend meetings of the Committee.

Officers

The Committee elects each year from its members a Chairman, a Vice-Chairman and a Treasurer. The Secretary General heads the Committee's secretariat which includes the Executive Secretary, four Assistant Secretaries and eleven Senior and other Administrative Officers. The total staff including the secretaries of the Universities Committee for Non-teaching Staffs, the University Authorities Panel and the Standing Conference on University Entrance numbers fifty.

Functions

As indicated in the introductory paragraph, the range of the Vice-Chancellors' Committee's interests is wide and, in a context of United Kingdom university autonomy, it provides an informal framework within which:

1) matters of common interest to universities may be defined and discussed;

2) a common or central arrangement for the resolution of particular problems may be explored, formulated and adopted, where universities see advantage in so doing; and

3) a university view on matters of policy can be defined and represented to the University Grants Committee, to departments of government, to Parliament, to other educational bodies, industry and the public at large.

In all these discussions, whether they be in relation to problems of resources or affect other aspects of university concerns, the responsibility of the Committee in both its public and private consultations is with the general problems of the universities and not with the particular affairs of individual institutions. Thus the role is complementary to that of the University Grants Committee which is the confidential adviser to the government on the needs of universities and the body concerned with the allocation of resources to individual institutions.

Committee Organisation

The ***Full Committee*** normally meets nine times a year to discuss an agenda centred on a small number of items of major or current significance. The Committee is supported by: ***a General Purposes Committee*** of vice-chancellarial members, usually meeting once a month during term-time to co-ordinate the Committee's business, communicate and give effect to its recommendations and decisions, and to discharge other matters on the Committee's behalf; four ***Standing Committees,*** each consisting of a small number of vice-chancellors, concerned primarily with the preparatory study of matters in the fields of:

A) Finance and development
B) Academic affairs
C) Staff and student matters
D) International university affairs

There are in addition a number of permanent ***specialist sub-committees*** and groups concerned with a range of topics, covering such areas as building, libraries, medicine, pensions, rating, information for schools, student awards, administrative training, safety. Each of these committees is chaired by a vice-chancellor and usually includes, according to the subject matter, among its members, university administrative officers and teachers and other appropriate specialist officers from the universities.

Special working parties are established from time to time to undertake a study of particular matters of current concern to universities, for example, on postgraduate education or, jointly with the University Grants Committee, on tuition fees.

There are consultative arrangements with a number of bodies including in particular the University Grants Committee and the Association of University Teachers. Meetings are held with the National Union of Students, and with representatives of industry, of local education authorities, with polytechnic directors, head teachers and others concerned with the problems of higher education.

The Committee has enjoyed over a long period contacts with university heads in the Commonwealth, Europe and North America and in recent years informal bilateral meetings on a regular basis have been instituted with a number of countries. Since

the United Kingdom acceded to membership of the European Economic Community, the Committee has developed a range of committees and other groups to deal with matters affecting universities and particularly the draft directives on the mutual recognition of professional qualifications and the free movement of professional people within the European Communities.

Associated University Bodies

The Committee has been instrumental in agreeing arrangements for the administration of university policy in a number of specialist areas and for the establishment under the Chairmanship of a vice-chancellor of a number of bodies - most of which are described elsewhere in this booklet - including:

i) *The standing conference on university entrance* (1965) which was established as a delegate body for the consideration of matters of common concern to the universities in relation to university entrance. It has been closely involved on behalf of the universities in deliberations on possible changes in VI form curriculum and examinations. The conference is serviced from the secretariat of the Vice-Chancellors' Committee

ii) *The universities' statistical record* (1968)

iii) *The universities' committee for non-teaching staffs* (1970)

iv) *The university authorities panel* (1970)

v) *The central services unit for careers advisory services* (1972)

vi) *The co-ordinating committee for the training of university teachers* (1972)

Finance

The Committee is supported by annual contributions from universities and receives no direct financial support from the government.

COMPUTER BOARD FOR UNIVERSITIES AND RESEARCH COUNCILS

The Computer Board advises the Department of Education and Science on the purchase of computers for the computing centres in universities. DES allocates sums of money for the Board's activities. In 1975/6, these were £9.4M for computing equipment, £0.6M for building works at the regional computing centres (in Edinburgh, London and Manchester) and £6.2M for running costs. About £48M has been spent on the equipment currently installed in universities on the recommendation of the Board.

There are eight members of the Board. All are academics except one who is drawn from commerce or industry. One member is nominated by the research councils and another by the UGC. The Board is serviced by a Secretariat within DES.

The Board was set up in 1966 with the following terms of reference:

1) To carry forward on the basis of planned development, allowing for modular growth and compatibility, the proposals for providing computers for research in universities and research councils announced by the Secretary of State for Education and Science in the House of Commons on December 21st 1965 in the light of the report of the Joint Working Group on Computers for Research.

2) On the basis of a continuing review of needs to make recommendations to the Secretary of State in respect of the provision of computers to universities and to advise Research Councils on their computer proposals (including significant peripheral equipment, but excluding computers provided solely and essentially for the purpose of specific research projects).

3) To satisfy itself that computers and equipment provided under the programme are effectively commissioned, adequately used and efficiently managed.

These terms of reference were later, 1970, extended to cover the provision of computers for teaching purposes as well as for research as a result of the Government's acceptance of a recommendation in the report "Teaching Computing in Universities".

CONFERENCE OF UNIVERSITY ADMINISTRATORS

During the period 1961/73 Annual Conferences were organised by the Meeting of University Academic Administrative Staffs (MUAAS). At the 1973 conference, consideration was given to a Report of a Working Party on the Future of MUAAS and it was agreed inter alia that the Conference of University Administrators (CUA) should be established and that its objectives should be as follows:

1) Communication of information.

2) Promotion of the profession.

3) To keep a watching brief on the interests of University Administrators with regard to training and to continue to provide training through the medium of an Annual Meeting.

4) To provide, through the Executive Committee, a channel of communication with the Association of University Teachers on matters of salary and conditions of service.

CUA Membership is open to individuals who hold full-time posts equivalent in status to lecturer and above in any part of the administration of universities, colleges and other institutions within the university system in the United Kingdom and Eire. At present there are approximately 1100 members drawn from 80 different institutions.

An Executive Committee, consisting of nine elected members, the Secretary and the Local Organiser for the following year's Annual Conference expresses the views of, and acts on behalf of the organisation during the period between Annual General Meetings, which are held during the course of the Annual Conference. The present Chairman of the Executive Committee is Roy Butler, Registrar, University of Newcastle-upon-Tyne. In addition to the Executive Committee, there is a conference Sub-Committee which arranges the following year's Annual Conference and a Training Sub-Committee which discusses issues of training and stimulates thought and activity on this topic.

CUA produces annually a booklet which contains papers presented and summaries of discussions held at the previous Annual Conference. A newsletter is produced several times each year and an introductory leaflet is available for persons interested in the aims and objectives of the organisation.

The Membership Fee is £1 per annum and University Administrators overseas can obtain copies of CUA publications on the payment of a similar amount. Branch Correspondents are elected by the members in each institution and they act as a link between the Executive Committee and the membership. Enquiries regarding membership should be addressed to Branch Correspondents in the first instance. General enquiries from university administrators in the United Kingdom or overseas should be addressed to the Secretary, Mr Mark Pargeter, Vice-Chancellor's Office, University of Keele.

CO-ORDINATING COMMITTEE FOR THE TRAINING OF UNIVERSITY TEACHERS

The Co-ordinating Committee was set up in 1972 to keep the training needs of university teachers under continuous review. It draws its membership from nominees of the Committee of Vice-Chancellors and Principals, the University Grants Committee, the Association of University Teachers and the National Union of Students.

The Committee works through a full-time Co-ordinating and Research Officer, who assists in the collection of information about universities' training activities, the dissemination of such information, and the assessment of need for additional courses. The Committee encourages and assists universities to develop training activities, and to this end sponsors regional and national conferences designed to explore possible approaches.

A termly newsletter "Impetus" acts as a point of contact with university teachers and administrators, and the Co-ordinating Officer regularly circulates information on training activities to university registrars and secretaries.

COUNCIL FOR NATIONAL ACADEMIC AWARDS

The Council for National Academic Awards is an autonomous organisation established by Royal Charter in 1964 to replace the fomer National Council for Technological Awards. It is empowered by its Charter to award degrees, diplomas, certificates and other academic awards and distinctions to students who have successfully completed approved courses of study or research at institutions in the United Kingdom, other than universities, which have been approved by the Council and which do not have the power to make their own awards.

By the terms of its Charter the Council's awards are required to be comparable in standard to those of corresponding university awards. They are held as such by professional institutes, employers and universities for the purposes of professional membership, employment and entry to higher degrees, provided they have been obtained at the requisite level.

In September 1974 the Council merged with the former National Council for Diplomas in Art and Design. Courses that formerly led to the award of the DipAD now lead to a BA Honours and those that led to the Higher Diploma in Art and the Higher Diploma in Design now lead to the degree of MA.

The Council considers proposals for courses, in full detail, through a range of Committees, subject Boards and Panels. The membership for these groups is drawn from every type of educational institution and from industry and the professions.

At this time (1976) there are over 100 institutions o''ering some 900 courses validated by the CNAA, with more than 77,500 students registered on these courses. The institutions involved are mainly the polytechnics, but a.so colleges of art, colleges of education, colleges of technology, the services' colleges, and various others geographically dispersed throughout the UK. Courses now approved cover the sciences, construction, architecture and planning, engineering, arts and humanities, business studies, social studies, education and art and design. Courses lead to the awards of: Certificate, Certificate in Education, DipHE, BA, BEd, BSc, postgraduate Diploma, MA and MSc and are conducted on a full-time, sandwich or part-time basis. The Council also awards the research degrees of MPhil and PhD, and Higher Doctorates to those who have made an original and important contribution to knowledge and its applications. The entry requirements for a CNAA course are basically the same as those for a university course.

Details of the role of the CNAA and its first degree awards may be found in the Council's publication entitled Directory of First Degree Courses, issued free of charge.

DEPARTMENT OF EDUCATION AND SCIENCE (Higher and Further Education Branch)

The Department of Education and Science is responsible for the whole of Education in England and for post-school education in Wales. For universities, responsibility is exercised throughout England, Wales and Scotland. On university matters the Secretary of State is assisted by a Minister of State. The Department's Branch dealing with university matters (Higher and Further Education Branch IV) is headed by a permanent civil servant of Under Secretary level. The Branch has four main divisions, three led by Assistant Secretaries and one by a Senior Principal Scientific Officer. Two of these Divisions are concerned primarily with broad questions of policy relating to universities in Great Britain. One of these is concerned with the capital and recurrent financing of the university system and its overall development to meet national requirements. It also authorises direct grants for the Royal College of Art, Cranfield Institute of Technology, the Open University and the British Academy. The second deals with questions of university government, students' health and welfare, research and international matters, including the European University Institute. Both keep in close touch with the University Grants Committee which advises the Secretary of State on the financial and manpower needs of universities and on their development, and is the channel of communication between the Department and the universities.

The third Division of the Branch is responsible for policy relating to financial support for higher education students in England and Wales. The Branch advises local education authorities on the application of the regulations governing awards to students and administers the centrally awarded postgraduate studentships and bursaries in the humanities and the scheme for State bursaries for students at the long-term residential adult education colleges.

The fourth Division provides the Secretariat for the Computer Board for Universities and Research Councils, whose main functions are to advise the Department on, and to allocate the resources for, central computing facilities for research and teaching in universities.

Each division of the Branch provides the advice necessary to enable Ministers to discharge their Parliamentary responsibilities, for example in connection with debates in either House, and to deal with matters raised in Parliamentary Questions or in correspondence.

DEPARTMENT OF HEALTH AND SOCIAL SECURITY

1) The National Health Service is a large and complex organisation, and its administration has been largely devolved. The Department of Health and Social Security has as its main functions development and explanation of policy, allocation of resources, research and development, monitoring and control, although it also provides a relatively small range of services centrally. In England, the NHS is run on behalf of the Secretary of State for Social Services by 14 Regional Health Authorities (RHAs) and beneath them by 90 Area Health Authorities (AHAs). Each region contains at least one University

with a medical school, and the areas in which they are sited are known as Area Health Authorities (Teaching). These 19 teaching areas have a responsibility to provide the clinical facilities necessary for undergraduate medical education.

2) Members of Regional Health Authorities are appointed by the Secretary of State after consultation with a number of bodies, including the universities with medical schools. These universities also nominate a specified number of members to the Area Health Authorities.

3) The education of medical and dental students requires the use of NHS facilities and there is a close relationship between teaching and clinical services. NHS staff in major centres have extensive teaching commitments, particularly of undergraduates, and in return academic staff make a significant contribution to clinical services. The service costs incurred by the NHS in providing facilities for clinical teaching are met from NHS funds, and the annual financial allocation to RHAs includes an allowance for this. The direct costs for clinical teaching are met by the University Grants Committee.

4) There are varied and complex links between the NHS and the universities. At Regional Level, there are University Liaison Committees with joint NHS and University membership to advise the RHA and the Universities concerned. Close co-ordination of medical schools with teaching hospitals is essential, and nowadays there is an increasing tendency for undergraduates to be taught in district general hospitals and health centres throughout the Regions. Academic medical staff will usually hold honorary contracts with the NHS to enable them to see patients, while there is provision for University representation on the Appointment Committees for NHS staff.

5) Special arrangements exist for postgraduate education. Advice is provided by Regional Postgraduate Deans, appointed by universities in consultation with health authorities, supported by Regional Postgraduate Education Committees. The CVCP are represented on the Council for Postgraduate Medical Education in England and Wales which advises on matters concerning the postgraduate medical education of NHS staff.

INTER-UNIVERSITY COUNCIL FOR HIGHER EDUCATION

The Inter-University Council for Higher Education Overseas (IUC) was established in 1946 by the universities in the United Kingdom, at the invitation of the British Government, to assist the advancement of higher education in developing countries and to encourage co-operation between universities in those countries and universities in the United Kingdom. The Council comprises 45 members representing each of the UK universities together with representatives of other relevant UK organisations and institutions including polytechnics.

The IUC is funded by the aid programme. It became a corporate, independent body in October 1970, and entered into a formal agreement with the Ministry of

Overseas Development which provides that all British help for the overseas universities associated with the IUC should, as far as possible, be co-ordinated by the Council.

To-day the IUC's objectives include:

1) generally to promote the advancement of higher education overseas;

2) to encourage co-operation between the universities in the United Kingdom and university institutions in East, West, Central and Southern Africa; the Sudan; Ethiopia; Mauritius; Malta; the West Indies; Guyana; Hong Kong; Malaysia; Singapore; Papua New Guinea and the South Pacific, and such other university institutions as may from time to time be accepted into association with the Council.

The major schemes of support provided by the Council are: the furtherance of inter-departmental links between universities in the United Kingdom and overseas; assistance with staff recruitment at the request of overseas universities under secondment or contract arrangements; the support of local staff development programmes including training programmes in the UK; the support of a large number of annual short-term visits to the associated overseas universities by senior staff from the United Kingdom universities who act as consultants on academic or administrative matters, as external examiners or who undertake short teaching assignments and the operation of other home-based activities including the support of a number of lectureships in tropical medicine.

In addition assistance is given towards the resettlement in the UK of British academics who have served for long periods overseas by the provision of a limited number of Resettlement Fellowships and assistance towards the travel costs of those short-listed for interview by UK institutions.

ORGANISATION AND METHODS UNITS

The four Organisation and Methods Units are: North East, covering Bradford, Durham, Hull, Leeds, Leicester, Loughborough, Newcastle, Nottingham, Sheffield and York (the base); North West (Bangor, Liverpool (base), Manchester, Salford and UMIST); Scotland (Aberdeen, Dundee, Edinburgh (base), Glasgow, Heriot-Watt, St. Andrews, Stirling and Strathclyde); and Southern (Bath, Bristol, Brunel, City, Essex, Exeter, Reading (base), Southampton, Surrey and Warwick). There is in addition the O & M section of the Management Systems Department at London.

The Units normally consist of four to five people. They are financed by their member universities and can be invited by them to advise on any problem of an administrative nature. Since their formation (the first began in April 1967) they have advised on such matters as printing, filing, microfilming, secretarial services, financial procedures, accounts offices, the administration of various academic departments and faculties, library procedures, admissions, examination procedures, catering, student accommodation, photographic services, computers, maintenance,

cleaning, portering, security, transport, purchasing, workshops, personnel management, health services, appointments services, and students' unions. A central index of over 500 entries to reports issued by the Units is maintained by the Information Department at the C.V.C.P. Reports are sometimes made available for circulation outside the commissioning university.

From time to time the Units are also asked to organise seminars on topics of current interest, such as job evaluation, fuel economy, industrial relations, health and safety, student accommodation, telephones, cleaning, catering and maintenance.

RESEARCH COUNCILS

The Research Councils - Agricultural, Medical, Natural Environment, Science and Social Science - have been created to advance science in their fields and maintain the standards of postgraduate education and research in universities and polytechnics. They are funded through grants in aid from the Department of Education and Science and through commissioned research from other Government Departments. They report annually to Parliament through the Secretary of State for Education and Science. Each Council is autonomous, operates under a Royal Charter and consists of fourteen to twenty-one members appointed by the Secretary of State for Education and Science, or, in a few cases, by another Minister, for periods of three to five years. The members are drawn from universities and polytechnics, industry and government departments.

Advice on the Research Councils and their activities is given to the Secretary of State for Education and Science by the Advisory Board for the Research Councils, which was set up in 1972. The ABRC is concerned with the balance between national and international scientific activities and the allocation of the science budget between the Research Councils (i.e. about £220 million in 1976). It promotes close liaison between the Councils and users of their research. The Chairman or Secretary of each of the Research Councils is represented on it and other members are drawn from industry, Government and academic life.

Collaboration between the Research Councils is encouraged by the appointment of assessors, wherever appropriate, on each other's Councils, Boards and Committees and by direct contacts between their staffs. Appropriate government departments which do not have a member on Councils or their Boards or Committees provide assessors to represent their interests.

	ARC	MRC	NERC	SRC	SSRC
Expenditure	£42.5M	£33.9M	£29M	£106M	£9.7M
Staff employed	7064	3978	2500	2900	229

Agricultural Research Council

The ARC was established in 1931. It supervises the research done in the institutes and units making up the Agricultural Research Service. These include (a) eight institutes established by the Council and under its direct control; (b) ten units attached to universities to provide distinguished university scientists with facilities and a small scientific staff to develop their research more fully than would otherwise be possible; (c) fourteen grant-aided research institutes in England and Wales administered by the ARC and receiving almost all their funds from it; (d) eight institutes in Scotland grant aided by the Department of Agriculture and Fisheries for Scotland but subject to the scientific oversight of the Council. Three of the grant-aided institutes are closely linked with the Universities of Bristol and Reading and the University College of Wales, Aberystwyth, respectively. Others form "Associated Institutes" of universities.

Medical Research Council

The Medical Research Council was incorporated under its present title by Royal Charter in 1920, being the successor of the Medical Research Committee set up seven years earlier as a result of Lloyd George's National Insurance Act of 1911.

The Council's primary objective is to advance knowledge that will improve physical and mental health. To this end, the Council runs its own research establishments - three large institutes and almost seventy 'units', the latter for the most part located in university departments, medical schools, and hospitals; it awards long- and short-term grants for research in universities and elsewhere; and, to develop the biomedical sciences as such, it awards fellowships and studentships to promising graduates, thereby increasing the number of trained research-workers particularly in fields where research is in need of encouragement.

The MRC has always considered that the work it supports should complement research being undertaken in the universities and in NHS establishments, and therefore maintains close links with those bodies.

Natural Environment Research Council

NERC was established by Royal Charter in 1965. Its functions are to encourage, plan and execute research in those physical and biological sciences that relate to man's natural environment and its resources. It operates through 15 component and grant-aided research institutes and by grants and postgraduate awards for complementary studies in universities and other institutes of higher education.

Under its Research Grants scheme NERC provides financial help to universities to enable investigators to pursue their own research projects, which Council has selected as having outstanding scientific merit, timeliness or promise.

The other facet of NERC's university support policy is its training awards scheme. This arises from its responsibility of ensuring that there is an adequate flow of

scientific manpower trained at the postgraduate level in the environmental sciences to meet the national needs. There are basically three types of awards: Advanced course studentships, Research studentships and Research Fellowships.

NERC also gives additional university support in the form of sea-time on research vessels and the use of a variety of equipment from pools servicing marine and geological sciences.

Science Research Council

The SRC was set up in 1965 taking over six national research establishments and the basic research functions of the former Department of Scientific and Industrial Research.

The Council supports fundamental research in astronomy, the biological sciences, chemistry, engineering, mathematics and physics. The primary purpose of the Council has been stated by the Government in the White Paper "Framework for Research and Development" as being 'to sustain standards of education and research in the universities', and the Council devotes most of its resources to:

1) helping university and polytechnic staff to carry out lively and interesting basic research at the forefront of their subjects, either in their own institution, or in one of the Council's own research establishments, or if necessary elsewhere;

2) enabling suitable graduates to receive further training in either methods of research or a specialised branch of science or engineering of importance to the British economy.

The Council provides support in the following ways. It awards grants to help pay for equipment, materials or travel which are required for a research project and to enable a university or polytechnic to employ additional staff to work full-time on a project, or to visit or invite to the U.K. leading scientists in other countries.

The SRC has five research establishments and in addition arranges for British university scientists and its own scientific staff to have access to several major international scientific facilities.

Social Science Research Council

The SSRC was established on the recommendation of the Heyworth Committee on Social Studies (1965) which felt that the social sciences were ready to move to a new level of support.

About half the Council's annual grant-in-aid is devoted to postgraduate training in the social sciences. The remainder is largely used for research initiatives (usually in areas of public policy), research grants to universities, polytechnics and recognised research institutes, and in maintaining the Council's four research units based at universities.

SCHOOLS COUNCIL FOR THE CURRICULUM AND EXAMINATIONS

The Schools Council is an independent body, funded half by the Department of Education and Science and half by local education authorities. It is administered by a series of committees representative of all interests in education: the constitution states that on all these committees (apart from the Finance and Staff committee) school teachers must form a majority.

The Council, which was set up in 1964, has two main functions: to engage in research and development work on the curriculum, and to advise the Secretary of State on matters of examination policy. Over one hundred and sixty projects have been funded, covering all ages and ability groups and the full range of the curriculum. The concern of member organisations with examination reform has resulted in an extensive research programme, which has concentrated on three main areas: work for the proposed Certificate of Extended Education; investigation of the feasibility of amalgamating GCE 'O' level and CSE into a common system; the 'N' and 'F' proposals for 18+ examinations, which aim to give sixth-formers a more flexible choice of depth and range of subject.

The Schools Council also exercises a co-ordinating function in relation to the eight GCE and 14 CSE boards.

UNIVERSTIES CENTRAL COUNCIL ON ADMISSIONS

The Universities Central Council on Admissions was set up in 1961 by the universities of the United Kingdom in order to solve some of the problems arising from the increased pressure of applicants for admission.

The duty of the Council is to enable the business of admission to undergraduate courses in all the constituent United Kingdom universities to be dealt with in an orderly manner and, equally important, in a way which gives proper freedom to the individual candidate in making a responsible choice without interfering with the equally proper need of individual universities to select the students they wish to have.

It is also the Council's duty to provide statistics arising from its annual operations.

The Council consists of representatives of all the universities in the United Kingdom, except the Open University and the University College at Buckingham, together with co-opted members who include Heads of schools: its operations are controlled by an executive Committee appointed from its own members. Its work is financed by contributions from member universities and administered by a permanent staff from its office in Cheltenham.

At present the scheme operated by the Central Council provides for:

1) the receipt in the UCCA office of the application forms of candidates for admission to undergraduate courses in the universities;

2) the simultaneous transmission by the office of a copy of each application form to every university named on it by the candidate;

3) the communication to the candidate by the office of the decision made by each university on his application;

4) the communication by the office to each university of periodical information about the decisions made by other universities with respect to that university's own candidate;

5) a 'Clearing operation' each September which enables candidates whose applications were unsuccessful to be reconsidered by other universities.

UNIVERSITIES' COMMITTEE FOR NON-TEACHING STAFFS

The Universities' Committee for Non-Teaching Staffs (UCNS) was established in 1970 on the initiative of the Committee of Vice-Chancellors and Principals and has in membership all the universities in the United Kingdom, with the exception of Cambridge. Prior to 1970 national machinery in respect of non-teaching staff was limited to the Universities' Committee on Technical Staffs (established in 1952) which conducted central negotiations on pay for technical staff.

The Committee is chaired by a Vice-Chancellor and is made up of some 70 representatives, both academic and administrative, drawn from all participating universities. This is supplemented by a system of regional groups, seven in all, which meet regularly to exchange views and formulate a regional consensus on policy matters currently within the purview of UCNS. In addition, there exists an Executive Committee comprising 15 representatives nominated partly by UCNS, partly by the regional groups. This Committee meets frequently and is concerned with the detailed business of the UCNS and the preparation of recommended policy for consideration by universities.

The establishment of UCNS in 1970 was accompanied by the introduction in the same year of a joint central body made up of University and Trade Unions Representatives and known as the Central Council for Non-Teaching Staffs in Universities. This represented the culmination of two years' discussions between representatives of the Trades Union Congress (TUC) and the Committee of Vice-Chancellors and Principals. The general purpose of this new body was to promote and preserve good industrial relations in the field of university non-teaching staff. Representation on the Central Council is drawn equally from the University Representatives on the Executive Committee and from the seven participating Trade Unions. (ASTMS, AUEW, GWMU, NALGO, NUPE, TGWU, UCATT).

Among its activities since 1970 the Central Council has endorsed and continues to monitor the "spheres of influence" document which limits Trade Union recruitment and representation in universities to those Unions party to the Central Council.

This document was drawn up by the TUC and was intended to give to the designated Trade Union the right to be recognised by universities for the purposes of union recruitment and representation of their members. The document is amended from time to time to cover alterations in Trade Union representation.

Another aim of the Central Council at its inception was to establish recommended guidelines for disputes and dismissal procedures including a statement of general principles. In 1971 a Model Procedure Agreement was circulated to universities as a guide to the type of local procedures which were considered desirable by the Central Council.

The Central Council has also circulated to universities a guide entitled "Recommended basis for Superannuation Schemes for Non-FSSU Staffs". The intention of the guide is to set down acceptable norms for the establishment of superannuation schemes for all groups of non-teaching staffs and to allow each university to adapt its own scheme against the background of these norms.

Detailed consultation and negotiations with the Trade Unions for each of the main groups of staff take place through three subsidiary joint Committees, technical, clerical and manual. There are some 17,000 technical staff employed in universities and in 1972 a comprehensive job evaluated structure was introduced which did much to influence the development of a professional personnel approach in universities. In 1974 a salary structure was introduced for university clerical staff. The structure has been implemented on a Consortium basis and some 38 universities now apply the structure which covers 11,000 staff out of a total of 16,000. Pay rates for the largest group of staff, 30,000 manual and ancillary, continue to be determined at individual university level, although in practice pay rates in the majority of universities are linked to other national agreements, in particular those in Local Authorities and in the National Health Service. Joint discussions are currently in progress which have as objectives the development of a national wages structure, with associated conditions of service.

In addition to the involvement with joint negotiating Committees, the Secretariat of the UCNS is responsible for day-to-day advice to universities on a wide range of topics in the industrial relations field including the impact on universities of Government legislation. At the present time the Secretariat comprises the UCNS Secretary, Mr. W. R. Hayward, and two Administrative Officers, with clerical support. The office of the Secretariat is situated at Tavistock House South, Tavistock Square, London WC1 H3X.

UNIVERSITIES COUNCIL FOR THE EDUCATION OF TEACHERS

The objectives of UCET, which came into being in 1967 are:

1) to provide a national forum for discussions about the concerns of the universties in teacher education;

2) to help to formulate policy in this field and to this end to work with other bodies with similar concerns;

3) to act as a clearing-house for information about the work of universities in connection with courses for initial, advanced and in-service education of teachers;

4) to foster educational enquiry and research, especially on topics which are the special concern of those engaged in teacher education.

UCET is financed by subscriptions from the universities. All Professors, Heads and Directors of University Schools, Institutes and Departments of Education are members of Council, ex officio, and other staff may be nominated to serve on committees. The regular work is carried on through an Executive Committee meeting twice a term, five Standing Committees each meeting once a term, and a variety of sub-committees and working groups. UCET has close relationships with DES (with whom the Executive Committee has a joint meeting once a term), the CVCP, NATFHE (National Association of Teachers in Further and Higher Education), the teachers' associations and local authority associations. It is staffed by a full-time Secretary and a part-time Academic Secretary.

UNIVERSITIES STATISTICAL RECORD

The Universities Statistical Record (USR) is a computer-based management information system containing details of all staff and students at UK universities, and was set up in 1968, within the organisation of the Universities Central Council on Admissions (UCCA) to meet the need identified by the Robbins Report on Higher Education for more comprehensive statistics, particularly regarding the movement of staff and students into, within, and out of higher education.

The Record is compiled by means of annual returns from each university in four main record areas: undergraduate, postgraduate, first destination of graduates, and staff. When the returns have been processed, statistical summaries are provided for university agreement before any material is produced from the record for authorised users.

The supply of information from the record is confined to aggregate statistics and is controlled by a supervisory Policy Group consisting of the Chairman and three members of the Committee of Vice-Chancellors and Principals, the Secretary and one representative of the University Grants Committee (which finances the USR operation), the Chief Statistician of the Department of Education and Science and, in attendance, representatives of the Association of University Teachers and the National Union of Students. In addition to dealing with matters relating to the operation and management of the record, the Policy Group has formulted rules for the issue of statistics which safeguard the privacy of individual students and members of staff, and which also restrict the supply of statistics relating to individual institutions.

The statistics are now widely used for government and other educational publications, resource allocation and policy planning, research, salary negotiations and career structure projections, graduate employment guidance and manpower planning.

UNIVERSITY AUTHORITIES PANEL

The University Authorities Panel (the Panel), representing all the Universities in the United Kingdom, was set up in 1970 as part of the national machinery for negotiating the salaries of University non-clinical academic and related staff.

A full review of the remuneration of academic staff was undertaken in 1963/64 by the National Incomes Commission, and between 1967 and 1970 academic salaries were the subject of a standing reference to the National Board for Prices and Incomes (NBPI). Between these two periods, and in the post-war years before 1963, increases in these salaries were awarded directly by the Government after consultation with the University Grants Committee (UGC), which in turn was responsible for consulting the Committee of Vice-Chancellors and Principals (CVCP) and the Association of University Teachers (AUT). In 1970, after discussions between the Department of Education and Science (DES), the UGC, the CVCP and the AUT, the present negotiating machinery for determining academic salaries was set up and the reference to the NBPI was withdrawn.

There are two stages in the present negotiating machinery. The first stage, Committee 'A', consists of the Panel acting for the Universities as employers and the AUT representing the staff concerned, meeting under an independent chairman appointed by agreement of the two sides. Officers of the UGC attend in the capacity of advisers and assessors. Each side is free to put forward proposals and, when Committee 'A' has come to an agreed conclusion, negotiations proceed to the second stage, Committee 'B'.

At Committee 'B', the proposals of Committee 'A' are considered and decided upon. In this Committee, the Government (which will be called to fund any agreed proposal) is represented by officials from the DES and Committee 'A' is represented by its chairman and a joint Panel/AUT team. The Chairman of this second-stage Committee is a senior official of the DES, and the UGC acts as confidential adviser to the Government side. There is provision for resort to arbitration (if the two sides so agree) if agreement on proposals from Committee 'A' cannot be reached.

The Panel consists of five Vice-Chancellors and five lay members of University Councils, under the chairmanship of a sixth Vice-Chancellor; the aim is to secure a balanced membership with experience in a variety of relevant fields. The main work of the Panel has been the negotiation of salary settlements, which in the circumstances of recent years has been on an annual basis and for the most part constrained by Government incomes policy. Agreements have also been reached in Committee 'A' and Committee 'B' on national salary structures for academically-related staff (Administrative Staff, Senior Library Staff, and research and Allied Staff), and on the procedures and criteria for probation.

UNIVERSITY GRANTS COMMITTEE

The UGC's terms of reference are:

"To enquire into the financial needs of university education in Great Britian; to advise the Government as to the application of any grants made by Parliament towards meeting them; to collect, examine and make available information relating to university education throughout the United Kingdom; and to assist, in consultation with the universities and other bodies concerned, the preparation and execution of such plans for the development of the universities as may from time to time be required in order to ensure that they are fully adequate to national needs."

The status of universties as autonomous institutions which are dependent on the State for the greater part of their funds is central to the UGC's functions and methods of work. The normal methods of control of Government expenditure could not be applied without direct Government intervention in the affairs of individual universities in a manner irreconcilable with their academic freedom and insulation from political pressures. Interposition of the UGC between Government and universities is the solution adopted fifty-seven years ago and endorsed by successive governments of all parties to secure the public interest in terms of value for public money; the national interest in the university contribution to national life; and the academic freedom and autonomy of universities.

There are three parties contributing to university planning: the Department of Education and Science (with SED for Scotland); the UGC; and the universities themselves.

The Departments are responsible for broad policy and on the basis of information and advice from the UGC they take decisions on planning figures and financial allocations for the university system as a whole, including:

1) global student numbers forecasts;

2) overall balance between science-based and arts-based studies;

3) overall undergraduate/postgraduate split;

4) expected trend in home/overseas balance;

5) global quinquennial provision for recurrent grant, and equipment and furniture grant;

6) total "starts" values within which the annual building programmes must be contained.

In none of these are the Departments concerned with the affairs of any individual university institution.

The UGC's main task is to distribute between university institutions the financial allocations determined by the Government. In this area, decisions rest entirely with the Committee. Associated with it, however, are the following ancillary roles:

A) that of confidential adviser to the Government concerning the needs, interests and views of universities;

B) that of interpreter to the universities of national interests and Government purposes as impinging on their activities and decisions. In making allocations of resources the Committee comment on the development plans of individual institutions, encouraging this and discouraging that, in the light of national needs and countrywide provision;

C) the collection and publication of statistical and other data concerning the university system and its costs - for the Committee's own operational purposes and for the information of Parliament, universities, the general public, students and scholars.

In performing these tasks and in matching the sum of the plans of individual institutions to the planning figures and financial allocations set by the Government, the Committee are concerned to foster the diversity of institutions and to respect their different system, traditions and ambitions. It follows that a most important aspect of the Committee's work consists of continuing liaison, consultation and dialogue not only with the Government, but also with Vice-Chancellors and Principals of universities, severally and collectively; with governing bodies, administrations, staff and students of universities in the course of their quinquennial visitations, through the visits made by sub-committees and officers on particular academic or other problems and through correspondence, with national organisations of staff and students; with the Advisory Board for the Research Councils and with the Research Councils themselves as the complementary source of funds under the dual support system for university research; and with various Government Departments, organisations of employers and professional organisations concerned with the output of universities as a source of potential recruits to employment, and of services or research. Through formal machinery and informal day-to-day contacts, liaison is maintained with all these interests.

The exercise of influence by the Committee from their central position is not to be interpreted as involving the transmission of some detailed plan conceived centrally. The universities are not in a relation of subordination to the Committee nor do the Committee manage the universities. The universities make their own plans and intentions known through a constant process of dialogue and also through the preparation every five years of a full quinquennial plan. Recurrent and equipment grants, though built up of separate elements to take account of past history, student numbers and subject mix, and a university's proposed developments so far as these are acceptable, are given almost entirely as block grants, the deployment of which is at the discretion of each university. Earmarked grants for special purposes are made only exceptionally, and are incorporated in block grants as soon as possible. In the nature of things, actual resources usually fall short of ambitions, and on this account as well as in the light of the Committee's advice and guidance, the quinquennial plan as submitted by each university has to be modified when the

grants are known. But this modification, together with the whole process of clothing the plan with detail, is the university's own responsibility; thus each university itself is the third partner in the planning process.

The Committee, when at full strength, consists of a full-time Chairman and 20 part-time members, 14 of whom are university professors continuing in their university posts but giving nominally 1/5 of their time to UGC business. Other members are drawn from other sectors of the Education system and from industry. Assessors from the Education Departments and the Research Councils are invited to attend all discussions of the Committee except on relatively rare occasions when, for example, the Committee are making up their mind on the precise advice they are to give to the Government on a major issue. The Secretary of the Committee is a full-time Civil Servant who heads the Committee's office staff of some 120 seconded civil servants. Committee members are appointed by the Secretary of State for Education and Science in consultation with the Secretaries of State for Scotland and Wales and with the advice, in the case of academic members, of the UGC Chairman. They serve (normally for terms of five years, renewable once only) in their personal capacity and are in no sense representatives of their own institutions. Among the considerations which have to be taken into account in their selection is the need to have on the Committee persons drawn from the full range of academic disciplines, from different geographical regions of Great Britain, and from the different kinds of university institution.

The Main Committee is supported by 14 standing advisory sub-committees and by ad hoc working parties or panels set up as necessary to undertake particular enquiries. The sub-committees and working parties are chaired by Main Committee members but co-opt experts in their subject field or area of interest from universities, professions, industries, etc.

SECTION III

BIBLIOGRAPHY

Most of the books listed in (A) below are generally to be found in university administrative offices. In addition many offices have established small office libraries which include a collection of official reports and Government White Papers together with a selection of more general books and journals of direct interest to the university administrator, such as those listed in (B) below.

(A) USEFUL REFERENCE PUBLICATIONS

Commonwealth Universities Yearbook

Published annually by the Association of Commonwealth Universities. In addition to lists of academic staff of all A.C.U. member universities, this valuable work of reference lists senior administrative staff and gives a general description of the main features of each institution.

For information on universities outside the Commonwealth the following are useful:

"American Universities and Colleges" published by the American Council on Education.

"International Handbook of Universities and other Institutions of Higher Education" published by the International Association of Universities, Paris.

Compendium of University Entrance Requirements for First Degree Courses in the United Kingdom

Also published annually by the A.C.U. - an authoritative handbook of information supplied by universities.

UCCA - Annual Reports

Published annually giving statistical information about the numbers of applications for university entry in different disciplines together with an analysis of trends over a period of years.

D.E.S. Statistics of Education

A series of official annual volumes of statistics one of which is devoted to universties - fascinating for comparing one's own institution with others in several respects.

University Grants Committee

The Annual Survey published by the Committee is probably the best insight into current academic developments and the state of the university system generally.

The Committee's Quinquennial Review gives a broader view of developments over a five-year period. The most recent issue was published in 1974.

The Annual Reports of several other bodies such as the Research Councils and the Computer Board make valuable background reading for administrative staff working in academic areas.

(B) POWER AND AUTHORITY IN BRITISH UNIVERSITIES
by Graeme C. Moodie and Rowland Eustace — Allen and Unwin, 1974

PLANNING AND MANAGEMENT IN UNIVERSITIES
by John Fielden and Geoffrey Lockwood — Chatto and Windus, 1973

BRITISH INSTITUTIONS: THE UNIVERSITIES
By V.H.H. Green — Pelican Books, 1969

BRITISH UNIVERSITIES
by Sir James Mountford — Oxford University Press, 1966

THE UNIVERSITY AT WORK
by Sir Derman Christopherson — SCM Press Ltd., 1973

THE BRITISH ACADEMICS
by A.H. Halsey amd M Trow — Faber, 1971

THE USES OF THE UNIVERSITY
by Clark Kerr — Harvard University Press, 1964

THE MANAGERIAL REVOLUTION IN HIGHER EDUCATION
by Francis E. Rourke & Glenn E. Brooks — The Johns Hopkins Press, 1966

ADMINISTRATIVE MODERNISATION IN BRITISH UNIVERSITIES
by Glenn E. Brooks, Universities Quarterly, Autumn 1973

MICROCOSMOGRAPHICA ACADEMICA
by F.M. Cornford — Bowes and Bowes, 1949

THE RISE OF THE STUDENT ESTATE
by Eric Ashby and Mary Anderson — MacMillan 1970

U.G.C. QUINQUENNIAL SURVEY OF UNIVERSITY DEVELOPMENT

UNIVERSITY GRANTS COMMITTEE (explanatory booklet)
latest edition published by the U.G.C.

A FRESH LOOK AT HIGHER EDUCATION
by Jack Embling — Elsevier, 1974

THE COMPLETE PLAIN WORDS
by Sir Ernest Gowers, H.M.S.O.

SECTION IV

THE TRAINING OF UNIVERSITY ADMINISTRATORS IN THE UNITED KINGDOM

(Reprinted from the October 1976 issue of ABCD published by the Association of Commonwealth Universities)

The expansion of the university system in the U.K. in the 1960s saw a substantial increase in the number of graduate and professionally qualified administrators employed within the universities. Many of the new recruits were "generalists" with honours degrees in the arts or social sciences. Entering posts traditionally concerned with "academic administration" in a narrower sense, they soon found themselves facing new administrative challenges brought about by the introduction of industrial relations into the university field, by the need for planning and by the related computerisation, and by the moves towards a more professional approach to public relations.

These changes in the administrative environment brought with them a second wave of recruitment, this time of specialists. Systems analysts, personnel officers, press officers and many others were employed by universities for the first time, thus bringing in a new group of administrators skilled in their own fields but not necessarily familiar with university values and traditions.

It was against this background that the need for some organised form of administrative training became clear towards the end of the 1960s. It was recognised both from below as evident in grass roots demand and from above as shown by the appointment of three senior Registrars to report and make recommendations. The Report of this group under the Chairmanship of Mr. C.H. Stewart, Secretary to the University of Edinburgh, was published in 1970. It outlined the problem and made recommendations which have by and large set the pattern for the development of training activities since that time.

Whilst recognising that organised training cannot be a substitute for 'on-the-job' training which every university provides, the Report suggested that "universities should be prepared to release members of their administrative staff in order to allow them to attend training courses and they should be prepared to allocate some reasonable proportion of their funds for this purpose." It went on to suggest that, "ideally, the formal training of every university administrator should in due course include:

(a) A general Introductory Course (preferably within a year or two of first appointment.)

(b) At least two courses of semi-specialised instruction (preferably within the first five years of appointment.)

(c) At more senior levels, 'refereshers' courses, or 'general management' courses at least once in every five year period.

(d) At all levels, but especially at senior levels, liberal 'contact' opportunities, and frequent participation in seminars and discussion groups."

The Report led to two further developments:

(i) a small number of grants made by the University Grants Committee which helped to get some administrative training activities off the ground;

(ii) the establishment by the Committee of Vice-Chancellors and Principals of an Administrative Training Committee (the ATC) and the subsequent appointment in 1972, on a part-time basis, of an Administrative Training Officer (the ATO).

The ATC is chaired by a Vice-Chancellor appointed by the parent Committee and has a membership consisting of Registrars and Bursars, some more junior university administrators, an academic, and some representatives from outside the university system drawn from industry, commerce and the Civil Service.

The post of ATO as at present conceived is held by a university administrator* whose university allows him to expend approximately 20% of his effort on work for the ATC. Such an arrangement must clearly be for a limited period and at present the appointment is normally for two years with a possible extension to a maximum of three years.

The work of the ATO was summarised by the ATC in 1974 as follows:-

(1) The establishment of a schedule of Induction Courses to be held bi-annually at universities for two or three years ahead; attendance at such courses, reporting and assessing them; advising Registrars on planning them.

(2) The stimulation by whatever means are appropriate of new training courses (generalist and specialist) organised by universities themselves. (This is clearly an area where experiment would be valuable and the Training Officer should be prepared to discuss possible initiatives widely with colleagues, perhaps on a regional basis.

(3) The encouragement of Senior Staff Seminars already established, if possible preparing schedules of such seminars as for the Induction Courses.

(4) The critical assessment of "outside" courses such as those provided by the Civil Service and other groups not specifically controlled by University Administrators; the circulation of information about such courses to Registrars.

* Until December 1977 the post is held by Mr K E Kitchen, Deputy Registrar, University of Manchester.

(5) To interest himself as much as possible in "internal" training; to serve as a clearing house of information on practices undertaken in various universities; to provide a list of possible speakers at such seminars as may be arranged internally; to provide information about any training materials that may be available.

(6) The commissioning and preparation of reports and monographs by administrators and best administrative practices and training work and work manuals.

During the past four years the Committee has built up a programme of activities which is still being developed. In some cases it has been a matter of meeting obvious demands and in others of experimenting or of encouraging initiatives taken by individuals outside the Committee. Such encouragement has necessarily had to be moral in nature as the ATC has taken the view that training activities should all be financially self-supporting from fees paid by sponsoring universities on behalf of participants.

The general pattern of provision is as follows:

Introductory Course - a three-day course held twice a year and organised by a different university on each occasion at the invitation of the ATC. Each course has an average attendance of about 45 new recruits to university administration and the aims are to put across the distilled wisdom of experienced administrators, to introduce some of the 'values' of universities and to discuss their impact on the style of administration and decision making.

Appreciation Courses - each year the ATC sponsors a series of short appreciation courses on, for example, computers in university administration, organisation and methods, and physical planning and building maintenance. The range of such courses is being extended and in 1977 will include industrial relations and press and public relations work.

Such courses, which in general do not extend beyond three or four days, are not in any sense intended as a training for specialists. They are designed primarily for the younger administrator and are intended to promote understanding and communication between generalists and specialists.

Middle Management Courses - two courses at present exist for more senior staff. A residential course consisting of some eight weeks of teaching spread in modules over two years has been held in Manchester each year since 1970. This course is organised by a Committee of Registrars and Bursars from universities in the north of England. Subject matter includes organisational behaviour, quantitative techniques, industrial relations, university finance and accounting and the law in relation to universities. A similar but rather shorter course began in Scotland in 1976 and the ATC hopes to promote a third course for universties in the south of England.

Internal Training Arrangements - since its inception the ATC has stressed the importance of training arrangements being developed within each university. Over the past five years most universities have introduced office seminars and training exercises for junior administrators and many have small office libraries. The ATC consulted Registrars in 1975 to gain their impressions of the value of these activities and its conclusions were issued in a brief report in December of that year.

Other activities - in addition to fostering courses, the ATC and the ATO are involved in a wide variety of other activities. Seminars for senior staff are arranged on an ***ad hoc*** basis on topics of current interest, an information leaflet on future courses is prepared by the ATO and circulated twice each year to universities, and he takes an interest in regional training activities which have now developed in most regions on the initiative of the universities concerned.

The overall picture would not be complete without reference to the work of other organisations. The Conference of University Administrators and its predecessor the Meeting of University Academic Administrative Staff have always played an important role in training although in the past its annual sessions have provided a venue for an exchange of views and information rather than for formal training. The CUA now has a Training Sub-Committee with a more active policy of developing training exercises and teaching material and organising short specialist seminars. Mention must also be made of the annual meetings of specialist officers - personnel officers, information officers and many others, which, although again not providing training in a formal sense, do provide valuable interchanges from which the university system as a whole benefits.

It will be seen from this brief summary that training activity now plays an important role in developing a professional group of administrators with a corporate identity, a sense of common purpose and a concern about standards. The approach has been a pragmatic one of experimentation and developing that which proves to be of value. There is, however, no intention at the present time of developing any formal qualification which all must undertake - such a move would certainly have undesirable effects in terms of recruitment policy. The kind of provision being developed is certainly well supported by universities willing to find fees from their hard-pressed resources. This can only mean that they believe that both the university and the individual administrator will gain long-term benefit from training and this is clearly the best justification for the programme of training activities.

APPENDIX

GLOSSARY OF ABBREVIATIONS

A.C.U.	Assocition of Commonwealth Universities
A.R.C.	Agricultural Research Council
A.S.T.M.S.	Association of Scientific, Technical and Managerial Staff
A.U.T.	Assocaition of University Teachers
C.D.P.	Committee of Directors of Polytechnics
C.L.E.A.	Council of Local Education Authorities
C.N.A.A.	Council for National Academic Awards
C.S.U.	Central Service Unit for University Careers and Appointments Services
C.U.A.	Conference of University Administrators
C.V.C.P.	Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom
D.E.S.	Department of Education & Science
D.H.S.S.	Department of Health & Social Security
F.S.S.U.	Federated Superannuation System for Universities
I.U.C.	Inter-University Council for Higher Education Overseas
L.E.A.	Local Education Authority
M.R.C.	Medical Research Council
N.A.L.G.O.	National & Local Government Officers Association
N.A.T.F.H.E.	National Association of Teachers in Further & Higher Education
N.E.R.C.	Natural Environmental Research Council
N.F.E.R.	National Foundation for Education Research
N.U.P.E.	National Union of Public Employees
N.U.S.	National Union of Students
R.A.Cs.	Regional Advisory Councils for Further Education
S.C.O.N.U.L.	Standing Conference of National & University Libraries
S.C.U.E.	Standing Conference on University Entrance
S.C.U.A.S.	Standing Conference of University Appointments Services
S.R.C.	Science Research Council
S.S.R.C.	Social Science Research Council
U.A.P.	University Authorities Panel
U.C.A.E.	Universities Council for Adult Education
U.C.C.A.	Universities Central Council on Admissions
U.C.E.T.	Universities Council for the Education & Training of Teachers
U.C.N.S.	Universities' Committee for Non-Teaching Staffs
U.G.C.	University Grants Committee
U.S.R.	Universities Statistical Record
U.S.S.	Universities Superannuation Scheme